Kindergarten Reading
Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	**K.R.1.1 Students are able to relate letters and sounds, and identify patterns in words and phrases.** *To meet this standard students may:* • name all upper and lower case letters and identify the representative sound; • recognize how changing the first letter of a word changes the sound and meaning of a word (**for example:** can/man); • identify rhyming words and repeated phrases in various texts (**for example:** poems, songs).
(Comprehend)	**K.R.1.2 Students are able to comprehend and respond to text read aloud.** *To meet this standard students may:* • connect personal experience to information found in text (**for example:** pictures, illustrations, personal knowledge); • make predictions about events in a story (**for example:** before, during, and after reading); • retell a familiar story; • ask and answer questions about a text.
(Application)	**K.R.1.3 Students are able to demonstrate knowledge of print structures found in books, signs, and other familiar uses of text.** *To meet this standard students may:* • use print structures such as front cover, back cover, title page; • differentiate letters from words; • track print left to right, top to bottom; • turn pages; • recognize environmental print (**for example:** McDonald's, stop sign).

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	**K.R.2.1 Students are able to retell familiar stories using beginning, middle, and end.**

Kindergarten Reading
Grade Standards, Supporting Skills, and Examples

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	**K.R.3.1 Students are able to recognize that literature and other materials from various cultures may reflect differing values, beliefs, interests, and celebrations.** *To meet this standard students may:* • identify the characteristics of a variety of simple genres (**for example:** fairy tales, poems from a variety of cultures); • note similarities and differences found in various stories and poems.

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	**K.R.4.1 Students are able to locate printed material that provides information.** *To meet this standard students may:* • identify print materials that provide information (**for example:** labels, bulletin boards, calendar, environmental signs, big books).
(Knowledge)	**K.R.4.2 Students are able to distinguish between "make believe" and "real" in print materials.**

Kindergarten Reading
Performance Descriptors

Advanced	**Kindergarten students performing at the advanced level:** • recognize letters and sounds with accuracy when reading text; • comprehend and respond to various kinds of text; • give examples of characters, settings, and key events; • compare literature from a variety of cultures; • give examples of printed material that provides information.
Proficient	**Kindergarten students performing at the proficient level:** • relate letters to sounds and identify patterns in words and phrases; • comprehend and respond to text read aloud; • demonstrate knowledge of print structure; • retell familiar stories using beginning, middle, and end; • identify and describe characters, settings, and key events; • recognize patterns of rhyming words; • recognize that literature and other materials from various cultures may reflect differing values, beliefs, interests, and celebrations; • locate printed material that provides information; • distinguish between "make believe" and "real" in print.
Basic	**Kindergarten students performing at the basic level:** • identify the relationship between spoken and written work; • respond to text read aloud; • identify print features; • identify familiar stories; • locate some printed material that provides information.

First Grade Reading
Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	**1.R.1.1 Students are able to use knowledge of letters and sounds to read text.** *To meet this standard students may:* • blend beginning, middle, and ending sounds to form words while reading; • use long and short vowels; • identify word families such as onsets and rimes (**for example:** at, bat, cat); • use consonant digraphs (**for example:** sh, th, ch, ck, wh); • use initial and final consonant blends (**for example:** initial br-, cr-, cl-, st-; final -mp, -nd, -sk, -st); • separate and blend sounds to read words (chunking).
(Application)	**1.R.1.2 Students are able to read orally with accuracy, fluency, and comprehension.** *To meet this standard students may:* • make self-corrections while reading (**for example:** Does it look right? Does it sound right? Does it make sense?); • read with expression (**for example:** pace, inflection, emphasis, end punctuation; different kinds of print such as bold, italics); • use comprehension strategies with guided instruction—may include prior knowledge, visualization, questioning (**for example:** text-to-self, text-to-text); • read a core set of high-frequency words (**for example:** where, there, that, but, blue, green).

Indicator 2. Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	**1.R.2.1 Students are able to locate major structures in text to form an understanding of stories and other materials.** *To meet this standard students may:* • identify the text structures of description and sequencing (**for example:** *If You Give A Mouse A Cookie, The Gingerbread Baby).*
(Application)	**1.R.2.2 Students are able to use major literary elements in text to form an understanding of stories and other materials.** *To meet this standard students may:* • retell stories, using character and events, with a beginning, middle, and end; • identify the problem or central idea in a story.
(Knowledge)	**1.R.2.3 Students are able to identify patterns of rhyming words and repeated phrases in various texts.**

First Grade Reading
Grade Standards, Supporting Skills, and Examples

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	**1.R.3.1 Students are able to identify similarities and differences in stories written by the same author.**
(Comprehension)	**1.R.3.2 Students are able to explain what authors and illustrators do.**

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	**1.R.4.1 Students are able to locate the basic structural elements of informational text to derive meaning.** *To meet this standard students may:* • identify print features (**for example**: bold and italic print, font, captions, headings); • identify graphic aids (**for example**: graphs, diagrams, maps, illustrations, photos); • identify organizational aids (**for example**: table of contents, glossary); • recognize alphabetical order in informational text to the first letter; • use a glossary.
(Comprehension)	**1.R.4.2 Students are able to explain the difference between fantasy and reality in print materials.**

First Grade Reading
Performance Descriptors

Advanced	**First grade students performing at the advanced level:** • use literary and structural elements to read and comprehend text; • examine text to determine similarities and differences in stories written by the same author; • use the structural elements of informational text to enhance comprehension.
Proficient	**First grade students performing at the proficient level:** • read grade level text using knowledge of letters and sounds; • read with accuracy, fluency, and comprehension; • examine and identify major structures and elements in text; • identify patterns of rhyming words and phrases; • explain what authors and illustrators do; • identify similarities and differences in stories written by the same author; • use the basic structural elements of informational text; • alphabetize to the first letter; • explain the difference between fantasy and reality.
Basic	**First grade students performing at the basic level:** • read text using knowledge of letters and sounds; • retell and sequence text; • identify rhyming words; • tell what authors and illustrators do; • recognize basic structural elements in informational text.

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy's Level	Standard, Supporting Skills, and Examples
(Application)	**2.R.1.1 Students are able to use phonological cues to read unfamiliar text.** *To meet this standard students may:* • use knowledge of consonant blends and vowel patterns to decode unfamiliar words (for example: ph, gh, tch, ou, ow, au, ar, ur); • apply context clues and prior knowledge to understand unfamiliar words; • use common contractions, compound words, abbreviations, and inflected endings (for example: can't, baseball, Jan., Feb., waited, waits, waiting).
(Application)	**2.R.1.2 Students are able to apply strategies to read and understand different types of texts.** *To meet this standard students may:* • demonstrate self-monitoring skills (**for example:** self-correcting, re-reading, skipping the word and going back); • interpret information in text to confirm or reject initial predictions; • use knowledge of sentence structure and punctuation when reading (**for example:** commas, end punctuation); • demonstrate fluency when reading (**for example:** pace, inflection); • use comprehension strategies such as prior knowledge, visualization, and questioning.

Second Grade Reading
Grade Standards, Supporting Skills, and Examples

Indicator 2. Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Knowledge)	**2.R.2.1 Students are able to locate major structures in text to form an understanding of stories and other materials.** *To meet this standard students may:* • locate text structures such as cause/effect and problem/solution (**for example:** *Nate the Great, Frog and Toad*).
(Application)	**2.R.2.2 Students are able to explain major literary elements in text to convey an understanding of stories and informational material.** *To meet this standard students may:* • compare elements presented by different authors in a variety of texts (**for example**: character, setting, plot, conflict, resolution, main idea, supporting details).
(Knowledge)	**2.R.2.3 Students are able to identify rhythm, rhyme, and alliteration in poetry and prose**.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Comprehension)	**2.R.3.1 Students are able to compare and contrast different versions of the same story or poem from various cultures.**

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	**2.R.4.1 Students are able to apply structural elements of informational text to locate information and create meaning.** *To meet this standard students may:* • use print features (**for example**: bullets, subheadings, labels); • use graphic aids (**for example**: charts, tables, cross sections, timelines, cut-aways); • use organizational aids (**for example**: index, introduction, preface); • find information using alphabetical order to the second letter; • use a dictionary and a glossary.
(Comprehension)	**2.R.4.2 Students are able to explain the difference between fiction**

	and informational text.

Second Grade Reading
Performance Descriptors

Advanced	**Second grade students performing at the advanced level:** • apply knowledge of literary structures and elements to read and comprehend text; • recognize that different authors present varying opinions; • analyze rhythm, rhyme, and alliteration in poetry and prose; • evaluate the structural elements of informational text.
Proficient	**Second grade students performing at the proficient level:** • use a specific set of strategies to read unfamiliar grade-level text; • understand a story by locating literary structures and elements in a variety of texts; • identify rhythm, rhyme, and alliteration in poetry and prose; • compare and contrast diverse literary selections; • apply the structural elements of informational text to locate information; • use alphabetical order to the second letter; • explain the difference between fiction and informational text.
Basic	**Second grade students performing at the basic level:** • use strategies to read unfamiliar text; • make predictions and recognize literary elements; • recognize rhythm and rhyme in poetry; • identify structural elements when reading informational text; • identify the difference between fiction and informational text.

Reading Standards

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Kindergarten	First Grade	Second Grade
K.R.1.1 (Knowledge) Relate letters and sounds, and identify patterns in words and phrases.	1.R.1.1 (Application) Use knowledge of letters and sounds to read text.	2.R.1.1 (Application) Use phonological cues to read unfamiliar text.
K.R.1.2 (Knowledge) Comprehend and respond to text read aloud.	1.R.1.2 (Application) Read orally with accuracy, fluency, and comprehension.	2.R.1.2 (Application) Apply strategies to read and understand different types of texts.
K.R.1.3 (Application) Demonstrate knowledge of print structures found in books, signs, and other familiar uses of text.		

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Kindergarten	First Grade	Second Grade
K.R.2.1 (Knowledge) Retell familiar stories using beginning, middle, and end.	1.R.2.1 (Knowledge) Locate major structures in text to form an understanding of stories and other materials.	2.R.2.1 (Knowledge) Locate major structures in text to form an understanding of stories and other materials.
K.R.2.2 (Knowledge) Identify and describe characters, settings, and key events.	1.R.2.2 (Application) Use major literary elements in text to form an understanding of stories and other materials.	2.R.2.2 (Application) Explain major literary elements in text to convey an understanding of stories and informational material.
K.R.2.3 (Knowledge) Recognize patterns of rhyming words in poems and songs.	1.R.2.3 (Knowledge) Identify patterns of rhyming words and repeated phrases in various texts.	2.R.2.3 (Knowledge) Identify rhythm, rhyme, and alliteration in poetry and prose.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Kindergarten	First Grade	Second Grade
KR.3.1 (Knowledge) Recognize that literature and other materials from various cultures may reflect differing values, beliefs, interests, and celebrations.	1.R.3.1 (Knowledge) Identify similarities and differences in stories written by the same author.	2.R.3.1 (Comprehension) Compare and contrast different versions of the same story or poem from various cultures.
	1.R.3.2 (Comprehension) Explain what authors and	

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	illustrators do.	

K-2
Reading Standards

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Kindergarten	First Grade	Second Grade
K.R.4.1 (Knowledge) Locate printed material that provides information.	1.R.4.1 (Knowledge) Locate the basic structural elements of informational text to derive meaning.	2.R.4.1 (Knowledge) Identify structural elements of informational text to locate information and create meaning.
KR.4.2 (Knowledge) Distinguish between "make believe" and "real" in print materials.	1.R.4.2 (Understand) Explain the difference between fantasy and reality in print materials.	2.R.4.2 (Understand) Explain the difference between fiction and informational text.